DOCUMENT RESUME

ED 248 786 HE 017 651

AUTHOR Lyons, Paul, Ed.; And Others
TITLE Foundation for Strategic Choices for Frostburg State College. A Report of the Findings of the College's Marketing Task Force.
PUB DATE May 83
NOTE 71p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Persistence; *Change Strategies; *College Planning; Educational Objectives; Educational Quality; Enrollment Trends; Higher Education; Improvement Programs; *Marketing; School Holding Power; *State Colleges; *Student Recruitment
IDENTIFIERS Exit Interviews; *Frostburg State College MD

ABSTRACT

Strategies and action programs for Frostburg State College are proposed to promote student recruitment, educational quality, and student retention. Data are provided to illustrate the decline in the numbers of traditional college students. Seven assumptions in making enrollment projections are also presented. Recommendations are presented in the form of action plans (strategies and tactics) for the areas of recruitment, quality, and retention. For each action program, information is provided on: the target market, needs assessment, market goal, tactics, completion date, office responsible, actions planned, success indicators, and cost. Goals and plans concerning educational quality (knowledge, values, and cognitive skills) are also identified. Objectives of action programs include: develop a college marketing committee and a marketing consultant, create an alumni recruiter network for selected schools in Maryland, target recruitment to high school juniors and seniors, use faculty for recruitment, expand public relations efforts, expand a program for talented and gifted students, make course offering available to part-time adults, establish a peer advising center, expand the honors program, expand individual tutoring, and implement exit interviews and surveying of dropouts. Findings of a retention study are appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248786

FOUNDATION FOR STRATEGIC CHOICES

for

Frostburg State College

A Report of the Findings of the College's

Marketing Task Force

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

edited by

Paul Lyons

Gary Paul

Morris Willey

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paul Lyons
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

May, 1983

HE 017 651

Table of Contents

Introductory Remarks/Acknowledgements 1

The Fundamental Problem 3

Strategy-Background 11

Recruitment of Students 16

Current Recruiting Practices 16

Recommendations for Recruiting Students 18

Recruitment and Continuing Education 25

Quality 31

Definitions and Process 34

Assessing Quality-Maintaining Quality 37

Improving Retention at F.S.C. 41

Administration 41

Research/Information Needs 42

Action Programs 44

Concluding Remarks 53

Appendix - Retention of Students at Frostburg State College . . . . .

Introductory Remarks

The Marketing Task Force (MTF) was initiated by Acting President Kenneth Jablon in the Fall Semester, 1981. The primary purpose of establishing the MTF was for the preparation of market strategies and tactics to aid the College in meeting its enrollment objectives for the next several years. In February, 1982, the MTF adopted a Plan of Work that embraced three separate phases: Building an Information Base, Strategy Formulation, and Tactics Formulation. The first phase was completed in November, 1982, and resulted in a document titled, Market Information for the Frostburg State College Marketing Task Force. That document represents the most complete compilation of market information available concerning the College. In January, 1983, the MTF commenced with the second and third phases of its work regarding strategy and tactics and the products of the MTF are documented in these pages. The strategies and tactics are based upon analysis of available market information.

Several individuals have contributed to the work of the task force and they deserve considerable recognition for their efforts. Serving in leadership roles for various phases of the work:

Marion Leonard

Paul Lyons

Gary Paul

Keith Schlegel

Morris Willey

Without the dedication, patience, and energy of these individuals, the tasks would not have been completed in a timely manner. Many other task force volunteers contributed much thought, time, and effort to the work of the task force. These members are:

Karen Bambacus

Alan Beulah

Maureen Connolly

Lawrence Dark

Edge Deuel

Robert Donnelly

Tom Edwards

Ron Fautz	Alice Manicur
Bill Grab	Dick Pesta
Jay Hegeman	Lee Ross
Fred Hord	David Sanford
Ron Kealy	Steve Simpson
Mike Langrehr	Ethel Thayer
Robert Llewellyn	Paul Trichel
Joe Malak	Richard Weimer

The College is indebted to all of these individuals.

The Fundamental Problem

In the Marketing Information document prepared by the Task Force in November, 1982, significant environmental trends which threaten the future of Frostburg State College were identified. Most dramatic was the projected decline in the numbers of the traditional college student, that is, the recent high school graduate desiring a residential, four-year college experience. From 1980 census data one may discern that the decline in enrollment through 1993 may be as much as 38 percent. Tables 1 and 2 present census data and projection of Maryland high school graduates, respectively. Figure 1 displays the projection of entering freshmen from the present to 1993-94.

Under the current enrollment-driven budget formulae, a loss of 41 faculty positions could occur. In addition, competition for the shrinking numbers of students in our primary market has increased and will, most likely, become more intense. Table 3 presents a projection of undergraduate enrollment through 1993-94. This table makes use of current rates of attraction, persistence and retention and projects an undergraduate 1993-94 FTE of 2,316 compared to a 1982-83 FTE of 2,994. Figures 2 and 3 demonstrate Headcount and FTE projections, respectively, based upon the information in Table 3.

Most revealing, perhaps, are the assumptions upon which the projections are based (see Table 4). There is no information available which would indicate that the assumptions are not the best guesses we can make about our primary market. The enrollment future does not look bright.

We cannot do much to influence the proportion of young people who complete high school and go on to college. We cannot directly influence the quality of the education young people receive in elementary and secondary schools. We certainly

cannot influence the number of Maryland residents under 18 years of age. What can we influence? What can we do to transform the problems to opportunities? These concerns are the subject of our strategy to follow.

One thing is certain. The problem will not go away by itself. We have to intervene in positive ways and we have to create our interventions now and place them into action.

Table 1
1980 Census Data
Maryland State Residents

Age	Females	Males	Total	Annual Mortality Female	Male
18	39013	39857	78870	.6%	1.5%
17	40344	41104	81448	.6	1.5
16	41228	42438	83666	.6	1.5
15	39512	41654	81166	.6	1.5
14	37139	39340	76479	.3	.4
13	34629	35572	70201	.3	.4
12	34629	35572	70201	.3	.4
11	34629	35572	70201	.3	.4
10	34629	35572	70201	.3	.4
9	30617	32223	62841	.3	.4
8	30617	32223	62848	.3	.4
7	30617	32223	62841	.3	.4
6	26971	24527	51498	.3	.4
5	25247	26789	52036	.3	.4

Table 2
Projection of Maryland High School Graduates

Year	18 Year Olds	MD High School Graduates (80% of 18 Year Olds)	FSC Entering* Freshmen (1.17% H.S. Grad.)
1980	78870	61367 (actual)	750 (actual)
1981	80584	60893 (actual)	718 (actual)
1982	81901	65520	736 (actual)
1983	78612	62889	736
1984	73812	59049	691
1985	67447	53957	631
1986	67278	53822	629
1987	67042	53633	627
1988	66807	53445	625
1989	59593	47674	557
1990	59383	47506	556
1991	59175	47340	554
1992	48323	38658	452
1993	48657	38925	455

*FSC has attracted approximately 1.17% of Maryland high school graduates, annually. This figure (1.17%) represents an average taken from the period 1978-1982.

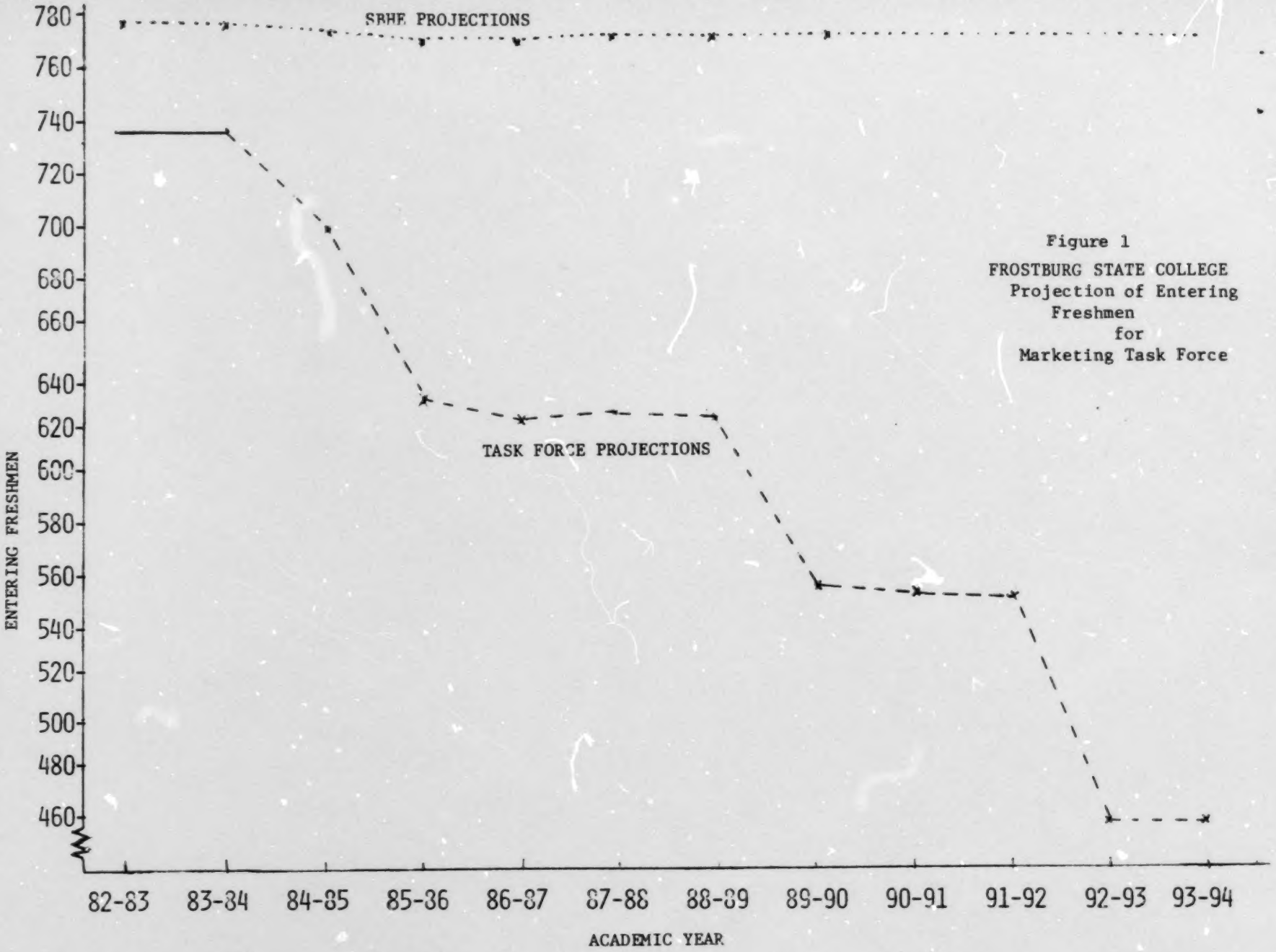


Figure 1

FROSTBURG STATE COLLEGE
Projection of Entering
Freshmen
for
Marketing Task Force

Table 3
Projected Undergraduate Enrollment by Year
Fall Semester

	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
HEADCOUNT - FULL TIME DEGREE SEEKING STUDENTS																
a. Incoming Freshmen	850	737	750	718	736	736	691	630	625	627	625	557	556	554	452	455
b. Incoming Transfer	277	302	289	234	270	274	274	274	274	274	274	274	274	274	274	274
c. Returning and Re-entering students	1736	1781	1800	1858	1741	1740	1742	1715	1659	1620	1597	1581	1528	1494	1471	1392
d. Total: Full time Degree Seeking Students (a+b+c)	2863	2820	2839	2810	2747	2750	2707	2619	2558	2521	2496	2412	2358	2322	2197	2121
FULL TIME EQUIVALENT STUDENTS																
e. FTE Undergraduates	3125	3058	3126	3070	2994	3003	2956	2860	2793	2753	2725	2634	2514	2523	2399	2316
f. Full time Degree Seeking Student Headcount as Percent of FTE Undergraduates (d ÷ e)	.916	.922	.908	.915	.918	___	___	___	___	___	___	___	___	___	___	___
ATTRITION																
g. Number Students Dismissed	209	193	206	221	107											
h. Number Students Graduated	597	559	510	622												
i. Other Withdrawals	276	268	265	226												
j. Total Attrition	1082	1020	981	1069	1007											
k. Total Attrition as Percent of Total Full Time Degree Seeking Students (j ÷ d)	37.8	36.2	34.6	38.0	36.65	36.65	36.65	36.65	36.65	36.65	36.65	36.65	36.65			

Incoming Freshmen - from Table 6 (p. 10) and Table 33 (p. 48) Maryland Statewide Plan for Postsecondary Education, Fourth Annual Review, November, 1982.
Incoming Transfers, Returning and Re-Entry Students, FTE Students - from Table 2, Fall, 1982, Enrollment, FSC-IR-26-82, Thomas Edwards.
Number of Graduates - from Table 13, p. 26, February, 1983, FSC Fact Book, IR-1-83, Thomas Edwards.
Number Students Dismissed - from reports of FSC Standards Committee.

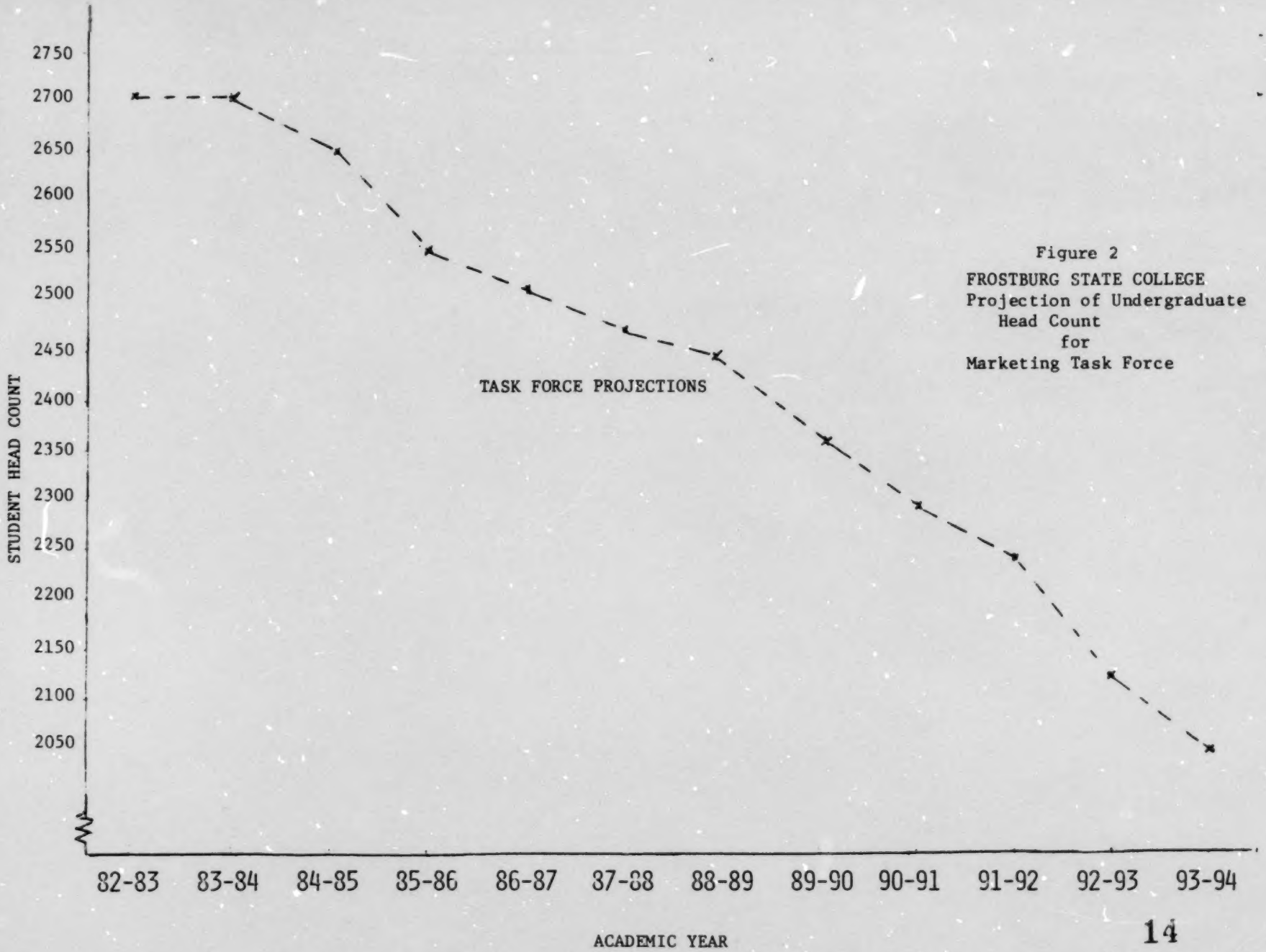


Figure 2
FROSTBURG STATE COLLEGE
Projection of Undergraduate
Head Count
for
Marketing Task Force

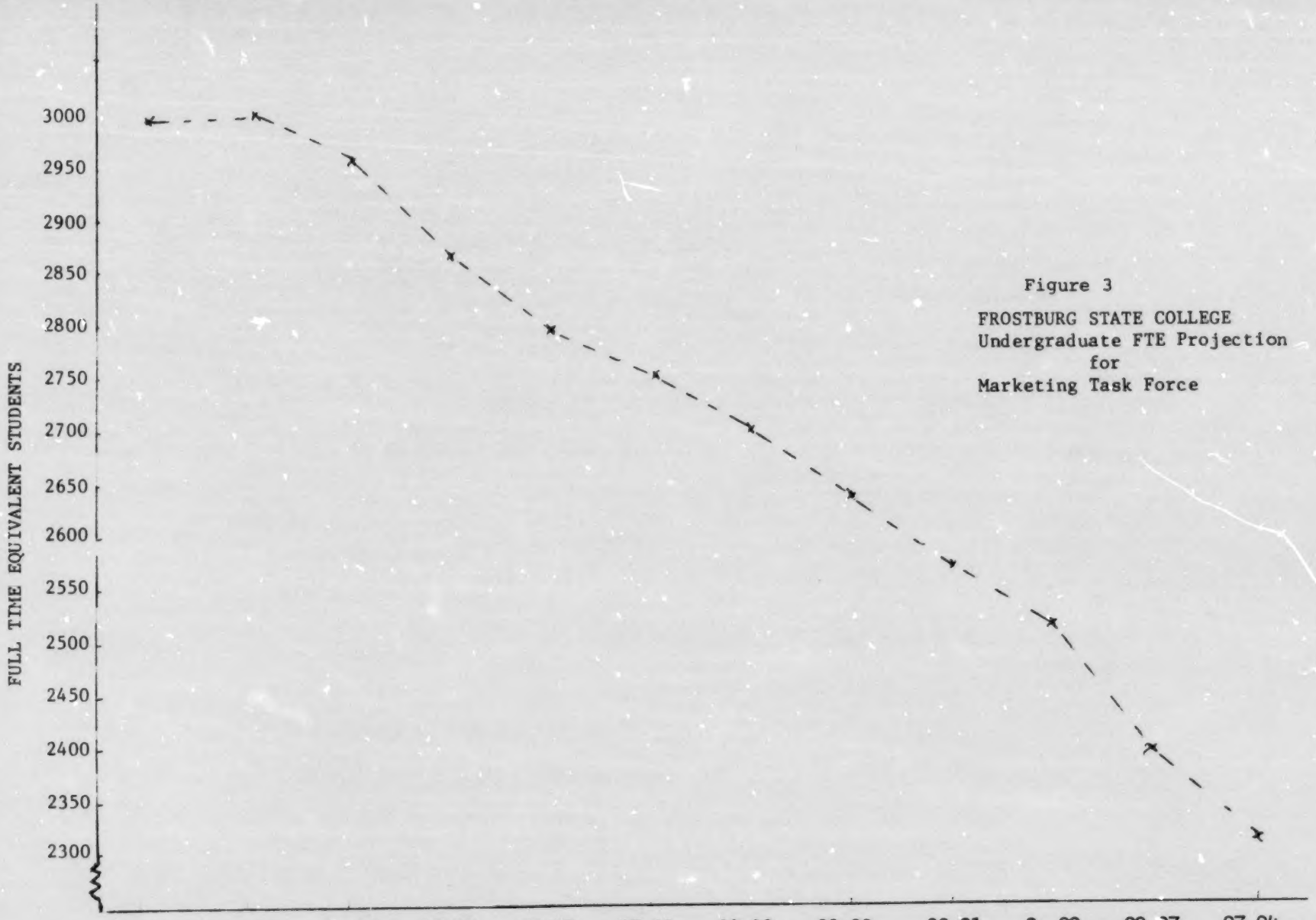


Figure 3

FROSTBURG STATE COLLEGE
Undergraduate FTE Projection
for
Marketing Task Force

Table 4

"Status Quo" Assumptions in Making
Enrollment Projections

Assumption 1: There will be little or no immigration or emmigration of Maryland State residents.

Rationale: No information is available to project this in another way.

Assumption 2: The mortality rates of Maryland residents will continue to be the same as described in Table 1.

Rationale: No information is available to project this in another way.

Assumption 3: The proportion of 18 year old state residents that graduate from high school will be approximately 80%.

Rationale: This represents current high school graduation rates.

Assumption 4: FSC will continue to enroll approximately 1.18% of the Maryland high school graduates in a given year.

Rationale: This represents current admission trends.

Assumption 5: The Entering Freshman class will continue to be primarily made up of recent Maryland high school graduates.

Rationale: This represents the current makeup of a Freshman class.

Assumption 6: The number of incoming transfer students will continue to be 274 per year.

Rationale: 274 is the average number of transfer students enrolled during the last five years.

Assumption 7: The annual attrition (graduation, dismissals and withdrawals) will continue to be 36.65%.

Rationale: 36.65% is the average annual attrition for the years 1978-79 until 1981-82.

Strategy-Background

Three general types of responses to the environmental changes seem to be obvious and require analysis. First, the College could become less selective in its admission of entering freshmen. This response requires little or no planning or decision making. The size of the faculty may be maintained, all or most buildings will be in use and the breadth of lower division offerings could be maintained. However, admitting a less selective group may not solve the problem. The size of the applicant pool may still be too small and less selectivity will probably result in a higher attrition rate, dissatisfied faculty who are forced to work with students who do not "fit" the institution, and a consequent decline in the number of upper division students. The loss of comprehensiveness could produce greater attrition which would contribute to a decline in quality of the programs. A second general response could be to allow the enrollment to decline and to make necessary reductions in the faculty complement, and staff size. The closing of dorms and classroom buildings may also result. A smaller college may be easier to manage, and the job of the Admissions Office would be eased significantly. However, the potential loss of as many as 41 faculty positions would present a bleak outlook for the younger faculty and staff. With the resulting decrease in offerings, the variety of the programs would decline. Empty buildings could make FSC appear as a ghost campus. The third response requires perhaps more risk taking and definitely more work. The college community could work together to improve the prospects for FSC to continue to operate at much the same size as it presently enjoys. By improving the quality of life, FSC might increase the retention of enrolled students and positively affect the word-of-mouth recruiting on which we depend so greatly. In addition, steps could be taken to increase the size and quality of the applicant pool through a campus-wide recruiting program, and we could atrract new markets which can be served within the scope of the institutional

mission. This set of responses could result in the maintenance of the faculty complement, the maintenance of the current level of comprehensiveness and in the improvement in faculty, staff, and student morale. This response set, however, will require systematic management and evaluation. Strong and open leadership will be required to make the most of existing resources and will necessitate the involvement of the entire college community.

The Marketing Task Force views the third general solution as the best strategy direction.

Strategy Directions Defined

First, we believe that all strategies are inter-related; second, strategies have cumulative and self-reinforcing effects; and, third, strategies must result in the enhancement of institutional health. Our success is measured by attracting, educating and retaining students.

Our strategy directions are three in number:

1. Increasing the Recruitment potential of the College
2. Improving the Quality of Education at the College
3. Helping students to Succeed in College (Retention)

All three of these directions must be taken, simultaneously. This is a necessary condition for success and can be evidenced by the success of colleges where strategic planning has occurred (Aquinas College, Prince Georges Community College, others).

The definition and elaboration of details of each of these strategy directions comprise the remainder of this document. Insofar as possible we have attempted to structure the details along the dimensions of processes and actions. All that is being proposed can be done and is worth doing. We have relied heavily on the models and work of Philip Kotler, author of Marketing for Nonprofit Organizations (Prentice-Hall, Inc., 1982): the information contained in the Market Information Document (1982); and on the College's Academic Master Plan (1979).

Process Recommendations

To facilitate the governance and monitoring of all activities having to do with the strategy directions (Recruitment, Quality, Retention) we present all recommendations in the form of action plans.

On the next two pages are found action plans which, when implemented as a first step, will not only give continuity to our marketing efforts but will also serve to internalize marketing activities as a major administrative program of the College.

Rapid change is necessary. We need to implement our strategy and tactics (action plans) as soon as possible. The two action programs that follow will speed us toward needed change.

Action Program - Form a permanent College Marketing Committee

Target Market - No specific market indicated

Needs Assessment - Marketing is a continuous process that must be constantly monitored and altered as internal and external situations change. It is sometimes difficult for the individuals directly involved in implementing a marketing strategy to objectively evaluate the results. In order to provide a mechanism for updating the College's marketing plan and for assisting the Dean of Admissions in evaluating the results of various marketing strategies, the President should appoint a permanent Marketing Committee consisting of the President, Vice Presidents, Dean of Admissions, one faculty member, and two individuals from the current Marketing Task Force.

Market Goal - Increase the number of qualified applicants for admission to the College; maintain enrollment; increase retention of enrolled students.

Tactic - Appoint individuals to the Marketing Committee

Completion Date - July 1, 1983

Office Responsible - President

Action Plan

- Appoint committee
- Committee evaluate and recommend to the President the firm or individual selected as the Marketing Consultant
- Committee would work closely with the Marketing Consultant in preparing and implementing the marketing plan

Success Indicators - Increase in the number of qualified applicants for admission to the College.

Cost - Present resources are adequate

Action Program - Hire a Marketing Consultant

Target Market - Any potential student

Needs Assessment - Design and implementation of a comprehensive marketing strategy is a relatively new process for most colleges and universities. Also, the process of organizational change can be traumatic and in some cases it becomes destructive. In order to minimize the problems associated with organizational change and to obtain a comprehensive marketing strategy, institutions are turning in ever increasing numbers to the professional marketing consultant.

Market Goal - To increase the number of qualified applications for admission to the College; maintain enrollment; increase retention of enrolled students.

Tactic - Hire a professional marketing consultant to review and evaluate the current marketing plan and to assist in its implementation.

Completion Date - September 1, 1983

Office Responsible - President

Action Plan
- Prepare request for proposal
- Solicit bids
- Evaluate individual bids
- Make selection
- Consultant on board September 1, 1983
- Implementation plan prepared December 1, 1983
- January 1, 1984 - June 30, 1984, implement marketing plan

Success Indicators - Increase in the total number of qualified applicants for admission to the College.

Cost - Approximately $15,000 per year

Recruitment of Students

Introduction

The problem presented to FSC by the projected decline in 18-21 year old students and the College response to this problem can be affected to a large degree by recruitment activities. While the Office of Admissions is by no means totally responsible for marketing, it is crucial. The office has acknowledged that special subgroups of the primary market could be attracted to develop expected enrollment, thereby offsetting the projected decline. The office also has indicated that current enrollment goals are out of range. A small decline is viewed as favorable in that selectivity would increase as would the attention given to enrolled students. This view is not consistent with the general view of the Marketing Task Force. The following paragraphs describe the current recruitment activities. Recommendations for improving this area are provided.

Current Recruiting Practices

Advertising

The Office of Admissions indicates that advertising, though important, is the least developed activity in creating the applicant pool. This lack of development has evolved because of the high cost of any advertising campaign and the philosophy that face-to-face recruiting is more effective than advertising on television, radio or newspapers in the market areas. Current resources are not adequate for advertising and travel, thus resources are allocated mostly to travel and not advertising. At this time, the extent of advertising activities include: radio announcements for the Saturday Open-House program, college fair brochure ads, and a college ad in the Alhambra Basketball Tournament program. The Office of Admissions indicated that a minimum of $15,000 annually for advertising expenses and $25,000 to $30,000 for publications is needed, annually, to upgrade this aspect of the admissions program.

Travel and Recruitment

The Office of Admissions uses most of its resources in this phase of admissions. Activities which generate applications include visits to schools and college fairs, direct mailing campaigns, campus tours which occur daily and on Open-House weekends, and a first attempt at Community College Transfer Counselor Workshops. The activity which consumes the most staff time and the largest share of the budget is travel to high schools, community colleges and college fairs by admissions counselors. The itinerary is developed each spring for the year and is available to the college community. Virtually all Maryland counties and 90 percent of the state high schools are visited each year. In strong market areas more frequent visits occur. College fairs in Baltimore, Washington, D.C., Philadelphia, and Hartford are attended each year. Visits to Southeastern New York, New Jersey, Southwest Pennsylvania (Pittsburgh) and Northern Virginia are also made yearly. All visits generate names of prospective students which then form the basis for a direct mail campaign.

In addition to the development of potential applicant names through visitation, on occasion "College Cards," a mailing service, is used to develop the applicant pool. This method of recruiting is not viewed as cost-effective given the volume of mail that must be handled for the number of students recruited. The continued use of direct mailing is planned on a limited and experimental basis.

The increasing costs of higher education is viewed as a favorable trend by the Admissions Office. Students who might otherwise attend more expensive private colleges are expected to be attracted to FSC's high quality/low cost program. Specific activities planned to attract this group include the following:

1. Conferences for high school and community college counselors.
2. Gifted and talented recognition programs.
3. Expansion of current academic scholarship programs.

Selection of Applicants

Applicants are selected for admission on the basis of high school performance and SAT scores. The decision is made shortly after the application is received, with the exception of decisions on marginal students, which may on occasion be delayed while awaiting further information.

Following Applicants Until Acceptance

When admission is extended to students, they are allowed 30 days to accept and pay an acceptance fee. No contact is made until after the 30 days are past. Following the acceptance of admission and the payment of the acceptance fee, a fee acknowledgment is made. The Admissions newsletter, which was mailed to admitted students periodically until registration, has been discontinued due to the costs.

Recommendations for Recruiting Students

While the admission procedures have resulted in adequate enrollment up to this point in time, the Marketing Task Force and the Office of Admissions recognize the need to compete more vigorously for the type of student who will contribute to the college community. Expanding the student and faculty recruiting will give needed help to the Admissions Office. Direct mail campaigns will complement the word-of-mouth recruiting. Intensified efforts to recruit transfer students will help maintain upper division enrollments. These activities are specified below.

Action Program - Create an alumni recruiter network in selected feeder schools throughout the state.

Target Market - Students at selected secondary schools in Maryland

Needs Assessment - Although contact with high school guidance counselors is made prior to visits to high schools by admission office, an FSC representative at high schools would create a presence that would enhance the recruiting efforts. Increased identification of potential applicants that "fit" the institution, and personal recruiting are needed.

Market Goal - High school students in selected Maryland High Schools

Tactic

1. Define program parameters in detail
2. Identify a program manager
3. Identify, select, and train alumni recruiters

Completion Date - Program in place by Summer, 1984

Office Responsible - Admissions Office

Action Plan

1. Selected alumni will attend an intensive one-day workshop each year.
2. Alumni selected will receive a $100 stipend and travel allowance for workshop attendance.
3. Alumni recruiters will be placed on all appropriate mailing lists; e.g., admissions, placement, alumni, activities, public relations, student newspaper, etc., to insure that information they dispense is current.
4. A reward system will be established; e.g., certificates for those recruiting fewer than 10 students, wall plaques for those recruiting 10 or more three years consecutively; all awards made by the President at an annual awards banquet.

Success Indicators - Surveys of incoming students will show a 10 percent increase in applicants from involved schools after a three-year period.

Annual Cost

Stipends and travel	$2,500.00
Workshop	500.00
Mailings	150.00
Plaques and certificates	150.00
Awards banquet	300.00
Total	$3,600.00 (approximate)

Action Program - Select a corps of volunteer Frostburg State College student recruiters to work in conjunction with Admissions Office alumni recruiters in their home high schools.

Target Market - Upper division students at selected secondary schools in Maryland

Needs Assessment - Satisfied customers are best salesmen. A recent survey by K. Schlegel, et al., confirmed what many have long suspected that current students are our best recruiters. Over 50 percent of current students indicated that their primary source of information about Frostburg prior to attending Frostburg State College came from a Frostburg student; whereas only 5.3 percent listed a Frostburg State College Admissions counselor as a source of their information about Frostburg. This proposal is an attempt to capitalize on this undeveloped resource through a formal program.

Market Goal - Students in selected Maryland high schools

Tactics

1. Define program in detail
2. Identify a program coordinator
3. Identify, select, and train student recruiters
4. Structure a reward system

Completion Date - December, 1983. Program in place; students selected; orientation completed.

Office Responsible - Admissions Office

Action Plan

1. Select student volunteers
2. Conduct orientation program
3. Assign students to alumni recruiters in the schools
4. Reward and recognition: Have a follow-up meeting to process the experience after Christmas vacation, with refreshments and a specially designed T-shirt presented by an appropriate college official.

Success Indicators - Surveys of incoming students will show that 5 percent of students from participating schools indicate that a student recruiter(s) had an important effect on their decision to attend Frostburg State College after one year in operation.

Annual Cost - $150.00

Action Program - Targeted Recruiting

Target Market - 18-19 year old high school juniors and seniors

Needs Assessment - Direct mail has become one of the most cost effective prospecting/ recruiting techniques available in the marketing field. There is also a good bit of evidence that indicates the better job one does in identifying specific targets and tailoring appeals to them, the more successful a direct mail campaign will be. There are several organizations that provide information on college bound seniors that could be used to target prospective students. The student search service of the College Board can provide a student search by sex, grade level, high school performance, county of residence, high school program, SAT score, geographic location, ZIP code, ethnic background, resident/commuter plans, intended college major or any combination thereof at a cost of $100 per search plus .13 per name.

Market Goal - To increase the number of qualified applicants for admission to the college, particularly in majors where enrollment is declining.

Tactic - Provide the necessary funds and support for department heads to use this method of recruiting students for their departments. Once decision is made to participate in this program, the department head would provide the criteria he selects to the Admissions Office. The Admissions Office would then get the appropriate list from ETS. The department head would then request a mailing (written by the department head) be prepared and mailed by the Word Processing section. It would be up to the department head to follow up the mailing by telephone or other means. Also, the department head could give the Admissions Office a list of students that received mailings by high school so that when our Admissions Counselors go to those schools they can follow up for the department head in person.

Completion Date - Initial mailing out by October each year

Office Responsible - Each School Dean

Action Plan

1. Select departments to participate
2. Determine criteria
3. Get data from ETS
4. Write letter for WP
5. Mail letters
6. Follow up by department heads and Admissions Counselors

Success Indicators - Increase in enrollment in participating departments

Cost - Approximately $325 per department (based on 500 names identified by ETS)

Action Program - Using Faculty for Recruitment

Target Market - Traditional college-age, college-bound students

Needs Assessment - As competition for a dwindling number of traditional college students increases, the human resources of the Admissions Office will become strained. Faculty members, being conversant with most aspects of the College and possessing requisite skills for public presentations, comprise a currently underutilized recruiting resource. Active recruiting by faculty will extend potential students' exposure to FSC and may alleviate a growing burden upon the Admissions Office.

Market Goal - To increase the number of qualified applicants to FSC

Tactic - Three types of faculty involvement are planned, all coordinated through an Admission's employee identified as "Coordinator for Recruitment by Faculty." (1) Faculty heads of departments will solicit faculty volunteers to initiate and maintain contact with potential students who have identified that department as an area of their special interest (see "Targeted Recruiting"). (2) Faculty who wish to perform recruiting-related activities during the regular school year (e.g., recitals, lectures, readings, dramatic presentations) will receive assistance from Admissions in scheduling and will be compensated for their efforts. (3) The Marketing Committee will award small grants to faculty who proposed recruiting activities scheduled from mid-May to mid-June (i.e., between the end of FSC's semester and the end of the public school year). Such grants will include a $500 stipend plus expenses and will be awarded on the basis of potential value in recruitment. Five grants will be awarded initially. A typical grant proposal may involve a series of lectures, concerts, readings, performances, or demonstrations arranged for an assembly-type audience at secondary schools. Visiting high school classes to conduct guest lectures and offering public performances to college-age audiences are also possible grant activities. Following the presentations, faculty would be available to meet individually with interested parties.

Completion Date - For 1 and 2 above, ongoing; for 3, applications made by April 1, decisions by April 20, yearly.

Office Responsible - Admissions, each academic department head, and concerned faculty volunteers.

Action Plan

1. Identify coordinator
2. Explain tactic to department heads
3. Department heads solicit volunteers

(for #1 and #2)

4. Publicize #3, above
5. April 1, 1984, deadline for grant proposals
6. April 20, 1984, first awarding of grants
7. September, 1984, evaluation by Marketing Committee

Cost - approximately $3,500 in year 1

Success Indicators - change in quality of applications received from schools visited

Action Program - Community College Recruiting

Target Market - Community college students interested in continuing their studies at a four-year college or university.

Needs Assessment - Recently the most rapid growth in post secondary education has been in the community colleges. Community colleges will, therefore, provide an increasing pool of potential students.

Market Goal - To increase the number of incoming transfer students by 30 percent over the next five years from the current average of 274.

Tactic - Provide necessary funds to adequately finance community colleges' recruiting programs. The transfer specialist in the Admissions Office would be best equipped to administer the community college recruiting program.

Completion Date - Each academic year

Office Responsible - Admissions Office

Action Plan - No additional funds required

1. Update annually and forward specialized articulation agreements to community colleges (C.C.).
2. Continue to assign all transfer students, problems, and decisions to one specialist in the Admissions Office.
3. Encourage transfer counselors at C.C. to develop a list of students interested and ready to transfer to a four-year college. This list would be obtained with permission of the students and available to all colleges. Use this generalized list for mail recruitment and on scheduled recruitment day.
4. Maintain visibility at C.C. with FSC informational poster and reply request cards geared to transfer students.
5. Publicize depth and breadth of FSC campus activities by putting FSC Calendar of Events in highly visible student traffic areas.
6. Schedule in July and August recruitment appointments for the coming academic year.
7. Develop and submit to proposed Marketing Committee a calendar of the scheduled recruitment days advertising programs and workshops for recruiting at C.C.
8. Reclassify a portion of existing scholarship funds for transfer students. Most other Maryland colleges and universities have scholarships available for transfer students.

Action Plan - Additional funds required

1. Develop comprehensive advertising program in the C.C. student newspaper. Funds required - estimated $6,000-$8,000 annually.
2. Develop informational marketing oriented tape and slide show for transfer students. Advertise and show tape to interested students on scheduled recruitment days at C.C. Funds required - $1,000-$1,500 estimated for professional photographer.
3. Schedule for each academic year special transfer counselor workshops at FSC. Funds required - estimated $500-$600 annually.
4. Install a telephone toll-free hotline in Admissions Office. Funds required - estimated $2,100 annually.

Success Indicators - see Market Goal, above

Action Program - Public relations

Target Market - Any potential student

Needs Assessment - The image and identity of any organization can play a major role in determining its success or failure as an organization. While current public relations efforts may have met the needs of the college in times past, the circumstances the college will face in the next 15 to 20 years will require expanded efforts.

Market Goal - To improve retention and to increase the number of qualified applicants for admission.

Tactic

1. Develop a news release program to publicize the accomplishments of all students, faculty and administrators in their home town media.
2. Alumni Office should include a Frostburg window decal in one mailing per year.
3. Develop a new, updated Viewbook for recruiting purposes. Viewbook would be used in place of the catalog thus allowing for making the catalog a less "fancy" document that would be published every other year.

Completion Date

1. News Release Program - September 1, 1983
2. Decal Mailing to Alumni - Fall, 1983
3. New Viewbook - Spring, 1984

Office Responsible - Director of Public Relations

Action Plan

1. News Release Program
   a. Decide on source of home town media
   b. Establish procedure for program
   c. Train two students to run program
2. Alumni Mailing
   a. Order decals
   b. Insert in next appropriate mailing
3. New Viewbook
   a. Decide format, paper quality, etc.
   b. Prepare detailed schedule for getting work done in time for Spring, 1984, printing.

Success Indicators

Cost

1. News release program approximately $1,500 per year
2. Decals approximately $5,000
3. New Viewbook - $20,000 approximately

Recruitment and Continuing Education

Definition

In many people's minds, continuing education represents the regular and sometimes experimental courses that the college schedules in the evening or during the summer for part-time students. For the purposes of this document, continuing education includes both the credit and non-credit educational opportunities which are congruent with the mission of the institution. These opportunities would be offered at times and in locations that meet the special needs of individuals and/or groups.

Conditions

1. The State Universities and Colleges of Maryland

The financial and enrollment circumstances of the State Universities and Colleges have sparked some interest in continuing education. Maryland's funding of the State Universities and Colleges continues to erode. Concurrently, the number of 17-21 year old students keeps decreasing. Perhaps, continuing education activities could provide educational opportunities for others, could serve to recruit others, and could accrue income.

Currently, all schools in the segment (Towson, U.B., Coppin, Bowie, Salisbury, and Frostburg) offer credit evening and summer courses. Few Continuing Education Units (CEUs) and non-credit activities are offered in the segment. At Frostburg no courses or activities are designated as fulfilling CEUs. Only a few non-credit activities are scheduled. Non-credit activities at Frostburg would include such offerings as the Saturday Satellite Program sponsored by the FSC Foundation and the students' tuition, and the "open to the public" lecture series, theatre productions, art exhibitions, and senior recitals.

During the 1982-83 academic year, the Academic Vice-Presidents requested that the Board Staff create a policy concerning continuing education, especially non-credit offerings. Institutional representatives adopted the criteria and guidelines of The Council on Continuing Education Units. While the policy statement establishes requirements to ensure the academic integrity of non-credit activities, the policy statement does not contain a structure to make the financial management of these offerings feasible. No recommendation is incorporated into the policy statement to make state funding available to support continuing education activities. In short, the fiscal management of these programs may be predicated on performing "end-runs" on the budget system.

2. The Local Level

Allegany Community College (ACC) provides an extensive Continuing Education Program. The full range of continuing education activities are offered each semester: personal growth experiences, vocational education classes, continuing professional education sessions, CEUs courses--particularly in business, certificate programs, and degree programs. ACC has teaching sites in various locations in Allegany County including the Frostburg State College campus. In a way, FSC's teaching of upper division courses at ACC serves the continuing professional education needs of the ACC students.

Frostburg State College schedules a few undergraduate courses for credit in the evening and during the summer. Limited subscription of the courses affects the variety and extent of the offerings. Consequently, students cannot achieve a bachelor's degree by attending sessions in the

evening and during the summer. Furthermore, summer undergraduate enrollment, except in the first session, is prohibitive because most students pay for housing and forego the income from summer jobs.

The most noteworthy example of non-credit activity is the Saturday Satellite Program. Each semester about 200 to 300 students ages 6-18 enroll in courses for academic enrichment. Some of the regular faculty teach courses in this program. At times, this program has been funded by grants. Now, grants and tuition represent the sources for funds. In another area of non-credit activity, summer camps for high school students are held for band members and cheerleaders.

The offering of continuing education non-credit activities is challenged by three major problems:

a. Financing in terms of adequate state funding and a separate budget program with the capability of carrying over funds;

b. Acceptance of continuing education as being within the mission of the institution and as worthy of participation of the faculty; and,

c. The competition for students, for the most part, from ACC.

Process for Change

We have to assume that the problems existing at the state level for financially operating continuing education activities can be resolved. Further, we have to assume that the college community will embrace the prospect of non-credit, continuing education activities. Finally, we have to assume that the College can be a successful competitor in the continuing education enterprise.

On the basis of these assumptions and our need to take positive action in this realm of recruitment, we should establish a Division of Continuing Education. This division would require the following:

1. Identification of an individual to lead the division;
2. Identification of a separate budget program with the capability of carrying over funds for the division;
3. Provision of a financial base for the division by including activities other than those that are credit generating during the academic year for full-time day residential/commuter students (17 to 23 year olds) who are enrolled in regular degree programs;
4. Authorization for the division to approve non-credit activities according to The Council on Continuing Education Unit's criteria and guidelines; and,
5. Commencement of the following two action programs in 1983-84.

Action Program - Expansion of Program for Talented and Gifted Students

Target Market - Talented and Gifted Students Enrolled in Grades K-12

Needs Assessment - In Allegany and Garrett Counties tax revenues are declining while expenses are increasing. Concurrently, the enrollment in the school is decreasing. Programs are needed to enrich and to supplement the elementary and secondary programs for talented and gifted students in these counties. Currently, ACC does not offer such programs while the Development Office and the Foundation at Frostburg State College have offered such programs over the last several years. These students are academically inclined; and consequently, they would fit the image of Frostburg State College as a high quality institution serving high quality students. Based on past experience, these students want recongition for their successful participation in these programs. The awarding of Continuing Education Units (CEUs) would address this need yet not conflict with the earning of high school units or college credits. Of the approximately 18,000 students currently enrolled in Allegany and Garrett county schools, about 2,000 (11%) would represent the size of this group.

Market Goal - Enroll 500 students per semester and summer in programs for the talented and gifted.

Tactics - Distinct and varied instructional activities would have to be created. Some current academic activities at the College would have to be adapted for these students. While some of the students could pay for their participation, many students would probably need financial assistance. However, this group would be attractive enough for sponsors to provide the required funds. Reward successful participation with CEUs which could enhance the student's application to colleges and universities of their choice.

Completion Date - on-going

Office Responsible - Division of Continuing Education

Success Indicators - see Market Goal, above. Enroll an additional ten honor students from this group, annually, for the freshman class.

Cost - available resources are adequate

Action Program - Making course offerings available to part-time adults

Target Market - Local working residents interested in pursuing a four year degree

Needs Assessment - Local residents including both recent high school graduates and adults may wish to pursue a four-year degree while they are working full-time. In particular, approximately 35 part-time students graduate from Allegany Community College each year in programs that are transferable to FSC. There are obviously others who may be interested in part-time experiences at times other than the normal working times. However, courses are offered at FSC generally during the working hours of 8 a.m. to 4 p.m. General Education and major courses need to be offered systematically in early morning and evening hours to accommodate the need of working students.

Market Goals - Increase the enrollment of working part-time students in particular, part-time transfer students from ACC

Tactic

A. Develop an evening sequence of GEP course offerings.

B. Communicate with ACC graduates regarding evening courses in majors that they desire.

C. Coordinate rotation of major offerings in identified areas.

Completion Date - January, 1984

Office Responsible - Division of Continuing Education

Success Indicators - Increased enrollment and retention of part-time students

Cost - In-house administrative costs are minimal, 20-30 man hours per year

Quality

Introduction

Attraction of students is important; retention of students who can benefit from our instructional and supportive services is important; and, it is most important that we increase the provision of quality education so that the access to higher education which we have given our students becomes a fulfilled promise.

The expression of quality education as defined in our Academic Master Plan needs to be continuously examined, monitored, and reaffirmed. In this document we have established a basic model for assessing the quality of what we are about, educationally, in view of the goals of the master plan. We are establishing a beachhead here--a beginning. The methods, processes and instrumentation we have identified can and should be done at the same time we are implementing actions in the areas of recruitment and retention. We must pursue quality at the same time we pursue new students and attempt to retain present students.

Just as investors should review their portfolio regularly, so should a college evaluate its academic programs at scheduled intervals. During the growth era, institutions added courses and programs to meet demand. Now, during a time of potential contraction, an educational institution must identify its stronger programs and maintain full support for them.

An evaluation tool by Kotler suggests analysis of these program issues: centrality to the institutional mission, quality level of the program, and program market viability. Since the Academic Master Plan contains the mission, goals, and objectives of the College, current major programs can be compared to the mission in terms of centrality. In fact, the mission statement is so broad that almost every academic program can justify its inclusion as central to our mission. Furthermore,

the market viability of a program, vis-a-vis our primary markets, should be evident from the information contained in our November, 1982, Market Information document. Therefore, our focus was narrowed to concentrate on identifying ways and means of assessing the quality of the academic enterprise.

Research Process

Academic Master Plan goals were subdivided into three groups: goals which apply to all academic programs, goals which are specific to selected programs, and goals involving support service programs. Because of the magnitude of the task of goal-review and the need to prepare a general, campus-wide academic quality assessment model, we focused on goals which apply to all academic programs.

The group of 31 Academic Master Plan goals which applied to all academic programs was arrayed into seven groups using a modified Q-sort method. The groups were labeled: Values, Administration and Budget, Academic Standards and Student Employment, Student Achievement and Instructional Personnel, Academic Programs, Knowledge, and Cognitive Skill.

Next, sample criteria which have been used for evaluation of higher education programs were studied. Most of the assessment devices are unidimensional and rely on quantitative indicators such as student ability or library resources. Using sample criteria as a guide, attempts were next made to link measurement devices (taken from research literature) to goal statements of the Academic Master Plan. Again, the objective was to obtain a means of assessing quality.

The goals groupings related to Values, Knowledge, and Cognitive Skill were selected for elaboration in this report. These areas were selected because: they were most general, they were judged to be central to the education of students, and because the literature seemed to contain more information about these areas than the

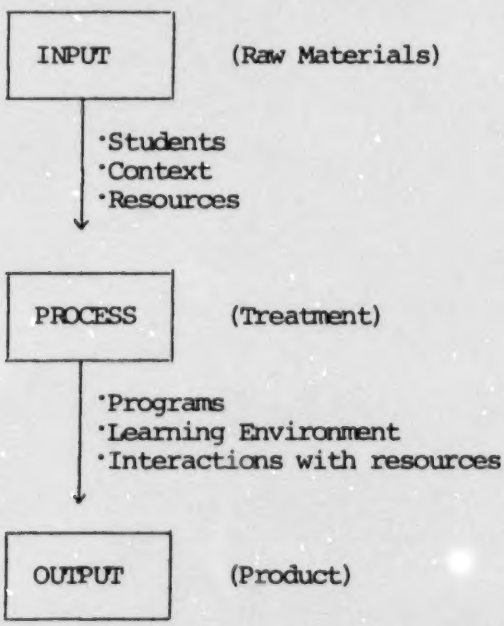
remaining four areas. This is not to diminish the importance of the remaining areas.

What we have prepared then, is a way to get started on assessing quality from a relatively global perspective. On the following several pages is presented a process model for assessing quality, followed by action programs for assessing education efforts in the areas of Values, Knowledge, and Cognitive Skills.

Definitions and Process for Academic Quality

The assessment of academic quality is a necessary but very difficult task for institutions of higher education. It has been approached from many different perspectives, both internally by various self-study efforts, and externally by accreditation agencies and other outside evaluators. In order to study the task of assessing academic quality and, ultimately, to select an approach that can work at Frostburg State College, it is useful to consider a simple model of an academic system, including three major components: input (raw materials), process (treatment), and output (product). Although there are some difficulties in applying an industrial model to education, it can clarify some of the problems we have in assessing academic quality.

This model of an academic system is represented below.



In this academic system, the input or raw materials are the students (as we get them), with whom we work; the context in which the system functions; and the resources available to the system. The students come to us with a wide variety of backgrounds,

but we can be and are selective to some extent. Context refers to characteristics of the institution which are relatively stable over time, such as the supersystem in which we operate, general size of the College physical plant, etc. Our resources are the faculty, instructional materials and equipment, and anything else which serves to assist the student in a learning effort.

The process or treatment of an academic system has to do with how we cause our students to achieve the learning outcomes set for them. This is accomplished through the establishment of academic programs, the development of a learning environment, and generally making it possible for students to interact effectively with learning resources.

The output or product of an academic system is student achievement of valid learning outcomes resulting from their involvement in the process.

In such a system academic quality is defined as the degree to which the academic process elicits achievement of valid learning outcomes. Assessment of academic quality involves the measurement of student achievement with respect to valid objectives, clearly stated in terms of expected learner outcomes. One alternative is to determine the presence or absence of characteristics of the academic process and environment which are assumed to be related to student achievement. This alternative approach has been used extensively in assessing academic quality in colleges and universities. It is effective only to the extent that we are correct in our assumptions about characteristics affecting achievement. A more desirable approach is to assess academic quality in terms of student achievement. This approach is more complex and difficult, but the results are worth the additional effort because more precise linkages can be made between student achievement and program characteristics.

The key to this preferred approach to assessing academic quality is a clear

statement of expected learner outcomes. It is absolutely necessary to determine in advance what it is exactly that learners are expected to achieve prior to graduation from the institution. We all have notions about this, and there are in fact some programs at FSC that have identified very clearly what students are expected to achieve. This effort must be a coordinated one, and implemented on a college-wide basis. It is desirable to have a general statement of such objectives, followed by more specific sets, one of which is applicable to all of our graduates, and additional sets for each major program. Some of these objectives will be stated as mastery objectives, where a specific minimal level of performance is set. Others will be developmental objectives, where it is not reasonable (or ethical) to demand a minimal level of performance, but gains can be measured.

The steps in setting up a system for assessing academic quality, then, are as follows:

(1) Analyze Input

- Students, context, resources

(2) Clarify Expected Output

- General objectives
- Program objectives

In terms of expected learner outcomes

(3) Determine Means of Measuring Output

- Measuring minimal performance level (mastery objectives)
- Measuring student gains (developmental objectives)

(4) Analyze Process

- Identify positive elements
- Identify negative elements

Only with such a systematic approach can we get a valid measure of academic quality and a source of information for the continual improvement of our total educational effort.

Assessing Quality - Maintaining Quality

In our master plan we identify, via goal statements, learning outcomes which we are supposed to strive to create. We need to identify ways of assessing the extent to which the academic environment elicits achievement of the learning outcomes.

We are recommending that the steps (above) for assessing academic quality be implemented for our master plan goals which relate to Knowledge, Values and Cognitive Skills. As the general objectives have been stated in the master plan, we now need to link them to measuring devices of a valid and reliable nature. As measurement occurs, we form the basis for analysis of our education efforts on both a program and course basis. This activity represents a substantial task--one that brings us face-to-face with the basic purposes of education. We believe our recommended approach is consistent with the recommendations of the National Commission on Excellence in Education (U.S. Office of Education, April, 1983).

Again, what we propose is a beginning--a means of academic evaluation that should breathe vitality into the fundamental work of the College. Our recommendations address basic considerations and suggested actions. We have not elaborated upon the details of administration and management because we believe that our recommendations require endorsement, initially. Systems development will follow if the basic ideas are judged to be sound and receive endorsement.

On the following few pages the three goals areas are presented (Knowledge, Values, Cognitive Skills) in the format that is descriptive of an action plan to assess and monitor quality of education.

KNOWLEDGE

AMP Goal 11: (p.26): Acquisition of knowledge and skills that will promote one's physical and mental well-being throughout life. (p. 24): Develop and maintain a balance between breadth and depth of knowledge and between structural coherence and freedom of choice in all degree programs.

Resources: Wood and Davis' Designing and Evaluating Higher Education Curricula (1978) suggest tests of academic competencies as well as the evaluation of student transcripts.

Assumptions: The College believes physical and mental well-being is achieved best when certain knowledge and skills are acquired. This "social intervention" perspective has been dominant since the 1960's when society valued a majority distribution of positive gains, even if minimal. This trend emphasized individual needs rather than the greatest academic achievement for the maximum number of students.

Recommended Instrument: Jonathan Warren of Educational Testing Service developed a Test for Academic Competencies in General Education. It is not designed to measure competencies of individual students but to compare overall student growth between the pre- and post-test periods. Areas covered include communication skills, analytic thinking, synthesizing ability and awareness. All would contribute to physical and mental well-being.

Benefit: Since grades do not correlate with knowledge gain, it is important to understand intellectual and social development after discounting for differences of ability that existed prior to college entrance. Re-evaluation of the academic program could follow outcome results, especially by means of student transcript assessment.

Precedent: Alverno College (Milwaukee, Wisconsin) uses tests of academic competence to assure that graduates attain through course work, the mastery of skills needed to use the knowledge they acquire.

Cost:

Person Responsible:

VALUES

AMP Goal: 10 (p. 26): "Ability to evaluate personal and societal value systems, including awareness of what is involved in a commitment to a given value system."

Resources

1. Fallding's "Proposal for the Emperical Study of Values" (1965) lists five types of values (membership, partisanship, ownership, interest and appearances).
2. Bengston's "Generation and Family Effects in Value Socialization" (1975) identifies two value dimensions (Humanism/Materialism and Collectivism/Individualism) that characterize range of choices from which value judgments are made.
3. Rockeach's "Survey of Values" (1973) allows respondents to rank 18 terminal values and 18 instrumental values.
4. Mitchell's "Analysis of the Factorial Dimensions of Value Systems" (1983) is based on a comprehensive instrument of the human value domain. There are supposed to be a limited number of terminal values (55 item Life Values Inventory) and a greater number of instrumental values (111 item Personal Values Inventory).

Assumptions: College is a determinant of value orientation. In the face of continuous replacement of individuals through birth and death, conceptions of desirable behavior (instrumental values) and lifelong traits (terminal values) must be transmitted.

Recommended Instrument for Measurement: Mitchell has refined the Rokeach instrument to reflect a broad spectrum of terminal values that ensure comprehensive coverage of the domain. For each item on the Life Values Inventory an eight-point Likert-Type scale is used to decide whether the statement described a way of life liked or disliked. The Personal Values Inventory assesses the value placed on each adjective or trait "as a part of my own personality."

Benefit: An individual's value system can be represented as a pattern when factor scores are computed for the eight basic dimensions of the value domain. A better understanding of the value patterns of faculty and students could be of real assistance in improving the quality of our efforts to achieve AMP Goal 10 (see above). The study of the relationships of these values to attitudes, to personality characteristics, to motivational structures, and to overall development throughout the life span could improve the quality of our character formation efforts during the college period.

Precedent: 171 undergraduate and graduate students at the University of Nebraska-Lincoln were administered both components of Mitchell's instruments. For more information regarding the use of Mitchell's Life Values and Personal Values instruments, contact Dr. James V. Mitchell, Jr., Professor of Educational Psychology, University of Nebraska, Lincoln.

Cost:

Person Responsible:

COGNITIVE SKILLS

AMP Goals:

1. (p. 33) "Review the offerings of courses in which the content seems to duplicate that of other courses."
2. (p. 25) "Maintaining standards of competence in verbal skills, in basic mathematical skills, and other media where appropriate."
3. (p. 26) "Ability to deal critically with a changing world."

Resources

1. Guilford's Nature of Human Intelligence (1967) contains his structure of intellect theory, with its three parameters (operation, content, and product). The major variables or dimensions of cognitive abilities include 81 unique intellectual abilities, occupying 77 of the cells of the structure of intellect model.
2. Kuh's Indices of Quality in the Undergraduate Experience (1981) identifies five learning categories in which competence must be demonstrated if the aims of a liberal education are to be realized.

Assumptions: Instruction should achieve a standard of competence for students in psychomotor learning, memory, complex cognition, nonlinear cognition, and emotional learning. There probably exists little congruence among AMP goals, as stated, and the required tasks for learning. To adequately verify learning outcomes testing of congitive skill acquisition must occur.

Recommended Instruments for Measurement

1. Examination of current course syllabi, augmented by interviews of faculty, would clarify the knowledge and skills covered in their courses.
2. The Educational Testing Service's (ETS) Survey of Global Understanding (1980) would provide a pre- and post-test assessment of affective and cognitive componerts of global understanding.
3. The Graduate Record Examinations in various subject disciplines should be required for graduation. This would assure a consistent measure of basic competence in each major area of study.

Benefits: Teaching methods and areas of redundancy or omission could be assessed, and could be compared to students' learning styles. Misconceptions held by students regarding global realities would be discovered and corrected prior to graduation. Measurement of the content for which learners achieved desired outcomes in each major area of study would redefine "appropriate" education to include, perhaps, more than that content judged convenient by faculty and students.

Precedent: All of the methods/instruments suggested (above) have been used extensively in higher education institutions. ETS has performed extensive studies of reliability and validity of the instruments it sells.

Cost:

Person Responsible:

Improving Retention at Frostburg State College

What is proposed here is segmented into two primary areas: Process Elements and Action Program Elements. The Process Elements define the administrative, managerial, and research requirements needed to successfully conduct a retention program. The Action Program Elements define and describe the specific activities and functions of the retention program. Both sets of elements are complementary--we should not attempt action programs, as suggested below, unless the process elements are in place.

Process Elements

While the process elements could be defined as an initial action program, standing alone, we have decided not to do this. The process elements are required to effectively implement and monitor the action programs. These elements are suggested by the relevant literature on retention (Beal and Noel, 1980; Lenning et al., 1980; and, Noel, 1978). The reader should refer to the Appendix for detailed information on retention.

A. Administration

1. Identify retention as a priority for the College. This is operationalized by doing two things:
   a. Appoint a Coordinator of Retention (1/2 time position).
   b. Establish an institution-wide Retention Committee with Coordinator of Retention as chairperson. The Committee would be responsible for formulating and implementing retention efforts as well as evaluating existing efforts. The composition of the Committee ought to include representation from the office of the Vice President for Academic Affairs, Vice President for Student Affairs, Office of Admissions, the School Deans, the Director of P.A.S.S., and the Office of Minority Affairs. Further, there should be faculty and student members of the committee.
2. The Retention Committee is to be responsible for several functions and

activities. They are:

a. Implement and monitor the action program elements (below).

b. Establish retention task committees within each of the three schools to educate faculty regarding the action programs and to generate ideas regarding retention initiatives.

c. Make concerted efforts (newsletter, workshops, etc.) to increase faculty and staff awareness of factors related to retaining students.

B. Research/Information Needs

1. The Coordinator of Retention will conduct an annual dropout study to determine how many students have left the College and the reasons for the departures.

2. The Coordinator of Retention will establish a data base for all undergraduate students to contain such information as: name, social security number, high school, Maryland County, out-of-state, high school GPA, SAT scores, other scores, Freshman GPA, Cumulative GPA, attendance at Summer Planning Conference, clubs/affiliations, resident/commuter status, etc.

Action Program Elements

The several program elements defined below are ones which, if fully implemented, should lead to retention success for students. If all program elements are successfully implemented we should expect to retain 10 percent (approximately 40) more students than is currently the case. This should happen in one year. The second and third years should demonstrate an additional 10 percent gain in retention. The cumulative effects of these efforts should demonstrate that, by the end of the third year, approximately 100 students who normally would have left the College will be retained. In brief, we could expect 40 students to be retained after one year (over 1982 levels); 75 in the second year; and, 100 in the third year, other things being equal (e.g., overall enrollment).

The action programs outlined below take into account several important characteristics. First, research (Beal and Noel, 1980; Lenning et al., 1980) has isolated target groups on whom retention activities should be focused for greatest retention effect, and the research has identified superior retention activities. Superior was defined as a state of improvement in retention of 10 or more percentage points from the previous date of analysis. The action programs proposed below meet this standard. Second, the College has in place activities which contribute to retention, and which are supportive of the academic environment. These are strengths that we must build upon (e.g., Summer Planning Conference, Peer Advising, Program for Academic Support Studies (PASS), the Honors Program, and the Office of Minority Affairs). Finally, the research in higher education and our experience at the College clearly point to segments of our undergraduate student population which may benefit most from retention efforts (Freshmen, Low Academic Performers, High Academic Performers, New Transfer Students, Students Undecided about Major or Career).

The actions programs defined (below) attempt to incorporate all of these characteristics.

Action Program - F-S-C THE FACULTY-STUDENT-CONNECTION
(not limited only to faculty, staff may participate)

Target Market: Freshmen students

Needs Assessment: New students at the College need to establish an identity with the College. They need to feel that someone cares about them and their success in school. They also need to overcome the notion that they are alone. Increased involvement in the life of the College is important in the retention of students.

Market Goal: To aid in the retention of Freshmen students via personal contact with faculty and staff.

Tactic:

1. Define the nature of the F-S-C.
2. Identify faculty and staff volunteers.
3. Assign freshmen students (N = ?) to each volunteer.

Completion Date: Each year

Office Responsible: Coordinator of Retention, Student Affairs Office

Action Plan:

1. Identify F-S-C volunteers (annually in April).
2. Match Freshmen to volunteers (August).
3. Volunteers contact each assigned Freshman (individual meetings, group meetings, lunch, etc., etc.).
4. Volunteers report on contacts to Coordinator of Retention (e.g., what do students think of the F-S-C; what kinds of problems/questions do students have, etc.).

Success Indicators: Increase in retention of Freshmen.

Cost: present resources are adequate.

Action Program - PEER ADVISING CENTER (planned)

Target Market: Sophomores who have not declared a major; Freshmen commuters

Needs Assessment: Students who have not decided on a major field and/or who are uncertain about career choice are prone to drop out of college in much greater proportions than students who have made choices regarding major and career choice. Undecided students need support and information. Commuter students may not have involvement with campus life. These students need to have connections with the campus.

Market Goal: To retain students by helping them to reach decisions regarding career opportunities, etc. To retain commuters by increasing their involvement with the campus.

Tactic:

1. Identify undeclared Sophomores and commuting Freshmen.
2. Establish Peer Advising Center in Career Center.
3. Assign students to Peer Advisors.
4. Establish advisor-student contact records system.
5. Use of "Career Choices" instrument and other instruments to counsel students.
6. Referral mechanisms established.

Completion Date: on-going

Office Responsible: Associate Vice President for Student Affairs, Career Center

Action Plan:

1. Implement activities identified in "Tactics," above.
2. Prepare, annually, statistics/data to demonstrate dropout rates of the target markets; and, information to compare retention of members of target market who participated in the advising program with retention of target market members who did not participate.

Success Indicators: Increased retention of undeclared sophomores and commuting freshmen.

Cost: S.I.G.I. - $1,200

Action Program - HONORS PROGRAM (currently in operation)

Target Market: High ability students (600 on either SAT score, or 1100 combined; or 3.5 high school GPA; or evidence of creative work)

Needs Assessment: In order to attract and retain high ability students the College must promote forms of curricular enrichment as well as extra-class activities for such students. Special courses, seminars, and symposia should be made available to honors students. Further, field trips, social events, various forms of recognition, etc., should complement formal learning opportunities.

Market Goal: Increase retention of high ability students.

Tactic:

1. Continue the efforts of the existing honors program.
2. Provide additional financial support for the honors program to allow for more extra-class events.

Completion Date: in operation currently

Office Responsible: Associate Vice President for Student Affairs

Action Plan:

1. Continue present efforts.
2. Develop additional course opportunities for honors students.
3. Develop additional extra-class activities for honors students.
4. Develop a plan to have honors students aid in recruitment of high ability students.
5. Compile statistics/data to determine if honors program participants persist at the College in greater proportion than those high ability students who choose not to participate in the honors program.

Success Indicators: Increase the retention of high ability students.

Cost: For extra-class activities, and a recognition program - $2,000-$3,000.

Action Program - INCREASE IN NUMBER OF STUDENTS WHO PREREGISTER

Target Market: Students currently enrolled who fail to preregister for the next semester.

Needs Assessment: Students fail to preregister for a variety of reasons. Some forget; some plan to transfer to another college; some obtain employment, and so on. Many students need some encouragement to stay on and succeed in College; some need to know that someone cares about them and wants them to succeed in College.

Market Goal: To retain students who fail to preregister.

Tactic:

1. Identify students eligible to preregister but who did not do so.
2. Have advisors contact these students to:
   a. express an interest in having the student return for the next smester.
   b. determine why the student did not preregister.

Completion Date: Each semester

Office Responsible: Coordinator of Retention, Student Affairs, Registrar

Action Plan (Steps/Procedures/Assignments)

1. Registrar identifies students who did not preregister.
2. Student affairs matches students with advisors.
3. Retention Coordinator supplies advisee lists to advisors for contacts to be made.
4. Retention Coordinator monitors responses, compiles information.
5. Registrar identifies students who preregister (following 1-4 above).
6. Retention Coordinator supplies school deans with names of advisors who failed to report contact results.
7. Follow-up on actual return to campus by the late preregistrants (Registrar, Retention Coordinator).

Success Indicators: Increase in total numbers of pre-registrants.

Cost: present resources are adequate.

Action Program: ACTIVITIES MATCHING

Target Market: Incoming freshmen and transfers

Needs Assessment: Studies have demonstrated that one of the most significant factors influencing increased retention is student involvement in campus life.

Market Goal: To retain students by engaging them with organized campus activities and organizations

Tactic:

1. Identification of preferred activities by incoming freshmen and transfers
2. Provide campus organizations with a listing of new students who have expressed an interest in the kind of activities conducted by the organization
3. Have someone within the organization contact interested students

Completion Date: Each year

Office Responsible: Student Affairs, Director of College Center and Campus Activities, Coordinator of Retention

Action Plan:

1. Incoming freshmen and transfers complete an Activities Interest Checklist (Summer Planning Conference)
2. Director of College Center and Campus Activities matches students and campus activities and distributes these to campus organizations
3. Retention coordinator monitors response rates by organizations and students

Success Indicators: Increase in total number of students participating in organized campus activities

Cost: If the computer is used:

1. Computer Program Development - $350, one time cost
2. Supplies - $50 yearly

If manual compilation system is used:

1. Supplies - $10 yearly
2. Student help - $67 yearly (20 hours @ $3.35 per hour)

Action Program: INDIVIDUAL TUTORING

Target Market:	All students in 100-200 level courses Targeted students in 300-400 level courses "Underprepared" students (PASS students) "Disadvantaged" students (SSS students) Academic probation students Mid-term warning recipients Faculty referrals Approximately 500-600 students per semester
Needs Assessment:	One of the most common and successful retention activities cited in the literature is academic support, i.e. tutoring. Most students are not proficient in all academic areas and many require extra assistance in those areas to be successful. Other students can be proficient yet lack self-confidence that individual attention and support can bolster. Another group that can "benefit" from tutoring are those students who blame the instruction for their lack of success. These students need to be confronted with this responsibility issue.
Market Goal:	To retain more students
Tactic:	Expand the current tutoring program
Completion Date:	In operation currently
Office Responsible:	PASS, SSS, Student Affairs
Action Plan:	1. Develop plan to manage an expanded program 2. Recruit student-tutors 3. Hire and train tutors 4. Advertise program via letters, advisors and general announcements 5. Match students and tutors 6. Supervise tutors 7. Assess program
Success Indicators:	Positive student evaluations, gains in grades, increase retention of students - particularly the targeted groups.
Cost*:	Student help: $11,000

*This is additional cost as PASS and Student Special Services combined spend approximately that amount annually. PASS will continue to provide supplies. This also assumes that the Counseling Center and/or graduate students in the Counseling program would help train the tutors.

Action Program: FOSTERING SUCCESS IN COLLEGE WORKSHOPS

Target Market:	Second semester freshmen with first semester GPA's of 1.60 or less, approximately 125 students during the Spring semester.
Needs Assessment:	Studies of the College's freshmen have shown that students with a GPA of 1.60 or less during their first semester are very likely to be dismissed or to withdraw from College after their second semester. These students tend to be "academic avoidant," lack clear career goals, etc.
Target Goal:	To increase the retention of freshmen with low GPA's.
Tactic:	1. Identify and contact second semester freshmen who have 1.60 GPA's or lower. 2. Schedule and conduct required workshops for the students.
Completion Date:	Each semester
Office Responsible:	Coordinator of Retention, Student Affairs, PASS, SSS, Dean of Academic Services
Action Plan:	1. Dean of Academic Services identifies and contacts targeted freshmen 2. Freshmen attend required workshops 3. Coordinator of Retention evaluates student progress at the end of the workshops 4. Coordinator assesses progress of targeted students at the semester end
Success Indicators:	A greater percentage of low GPA freshmen will be retained at the College.
Cost:	Present resources are adequate

Action Program: EXIT INTERVIEWS/SURVEYS

Target Market:	Students who have decided to withdraw or have been dismissed.
Needs Assessments:	The need for detailed information abou the reasons students withdraw or are dismissed is necessary to study the college environment. The student-institutional fit is the most important global factor in retention. Discrepancies between student and the College's characteristics (stated expectations, goals, etc.) should be explored.
Market Goal:	To improve retention by better understanding the phenomena.
Tactic:	1. Prepare the interview/survey format 2. Establish the interview/survey system 3. Interview/survey all students leaving the institution prior to graduation
Completion Date:	On-going
Office Responsible:	Student Affairs, Coordinator of Retention
Action Plan:	1. Implement "Tactic" activities 2. Prepare, annually, statistics to show student perceptions of the college (perhaps compared with initial expectations as garnered from the "Getting to Know You" questionnaire), current goals, reasons for leaving the institution, etc. 3. Develop recommendations to improve the integration of students and the College
Success Indicators:	Improved retention efforts and increased retention of students
Cost:	Present resources adequate

Action Program: GROUP REVIEW SESSIONS

Target Market:	All students
Needs Assessment:	One of the most common and successful retention activities cited in the literature is academic support, i.e. tutoring. Most students are not proficient in all academic areas and many require extra assistance in those areas to be successful.
Market Goal:	To retain more students
Tactic:	Expand the current program
Completion Date:	In operation currently
Office Responsible:	PASS, Academic departments
Action Plan:	1. Identify faculty interested in providing this service to students 2. Recruit and train student group-tutors 3. Develop a management plan for each group 4. Conduct group sessions 5. Assess the program
Cost:	Student help: Dependent upon faculty interest - $500 maximum

Concluding Remarks

The Marketing Task Force has laid a solid foundation for strategic choices. The fundamental aspects of a college education have been given much consideration in our work. Recommendations have been founded on an extensive information base, as well as on many current examples of academic concern. By way of example, the Commission on Colleges of the Southern Association of Colleges and Schools this year is revising, significantly, its criteria for accreditation of colleges (1). A much stronger emphasis will be placed on planning and on the assessment of educational outcomes. Our recommendations directly address these matters and help us to answer the question, "what difference does a college education make?"

The projects suggested will require modest investments of institutional resources. No single proposal is of absolute importance but taken together the proposals represent significant change for the College. Action plans give guidance for administrative implementation and monitoring of results. Several decision-makers have been involved in the work of the Marketing Task Force. Irrelevant issues have been discarded and what remains are concrete objectives which meet our substantive concerns. We ask that organization members with time and capacity be given responsibility, soon, to carry out these proposals. Persistence will be required to ensure that decisions based on the recommendations are carried out consistently. The opportunities presented in this report should be welcomed by the administrative staff. We hope the recommendations and proposals will satisfy their needs for clarity, relevance, and specificity.

Ideally, the process and activity of planning should motivate involvement and commitment to execute what has been proposed. The proposals presented in this document represent a clarion call for action. The continued health of the College requires action--now.

The title of the recent National Commission on Excellence in Education's report

is, A Nation at Risk: The Imperative for Educational Reform (2). Substitute the words, "Frostburg State College," for "A Nation," and one reads the findings of the Marketing Task Force with greater urgency. In this spirit, we conclude with these sentences from the Commission's report:

> "Our final word, perhaps better characterized as a plea, is that all segments of our population give attention to the implementation of our recommendations. Our present plight did not appear overnight, and the responsibility for our current situation is widespread. Reform of our educational system will take time and unwavering commitment. It will require equally widespread, energetic, and dedicated action."

(1) Holley, E.G. "New Accreditation Criteria Proposed." College and Research Library News. March, 1983, pp. 71-74.

(2) A Nation at Risk: The Imperative for Educational Reform. Report of the National Commission on Excellence in Education. April, 1983.

APPENDIX

Retention of Students

at Frostburg State College

INTRODUCTION

General Conditions

It has been common knowledge for the past few years that the traditional college-age population would begin to shrink in the early 1980's and would continue to decline through 1994. One response that an institution can make to help maintain enrollment under these circumstances is to retain a greater number of enrolled students over a longer period of time. Attrition cannot be eliminated and it is probably undesirable to try and eliminate it. What we need to do is find ways to have a greater number of students persist and succeed at Frostburg State. A shift of even a few percentage points in our retention statistics could benefit several students and could have a positive impact on the College. If we can retain more students once they are admitted, then enrollment will hold steady or decrease at a slower rate.

Why do students choose to leave college? In an exhaustive review of the literature on attrition, Pantages and Creedon summarize the types of reasons students give for dropping out:

1. Academic Matters - This includes everything from grades to unavailability of a course of study. Dissatisfaction with grades is a major reason cited by students.

2. Financial Difficulties - Oddly enough, researchers have found considerable discrepancy between the number of students who cite financial difficulties as a major reason for leaving and the number who indicate that they have applied for financial assistance.

3. Motivational Problems and Personal Considerations - This category includes many reasons related to uncertainty about educational and vocational goals, lack of interest in studies, inability or unwillingness to study, the lack of parental support and so on.

4. Dissatisfaction with College - School size, social environment, academic offerings, housing accomodations, treatment by personnel, interactions with faculty members are things most often mentioned as leading to dissatisfaction.

Basic Facts

On a national level, the attrition problem is a serious one for colleges like ours. In the Lenning et al. book, the following information is presented:

Retention and Graduation in 4-Year Public Institutions

Retention After One Year						Retention After Two Years				Graduation	
1975-76		1976-77		1977-78		1975-77		1976-78		5 years	
N*	%	N	%	N	%	N	%	N	%	N	%
99	68	103	67	104	66	85	56	78	55	135	53

*Number of Institutions Reporting

Schools like FSC lose about one-third of their freshmen after one year and about 45 percent of their freshmen over a two-year period. Once two years have passed, the chances are very good that the student will persist through graduation. The freshman, in his initial year at the College, is most vulnerable to attrition.

A national survey entitled "What Works in Student Retention" was conducted in Spring 1979 by the American College Testing Program and the National Center for Higher Education Management Systems (Beal and Noel).

The study was designed to be descriptive in nature, utilizing self-report information from colleges and universities to document what they have done or are doing to improve retention and how they evaluate and perceive the results of their efforts. A total of 947 U.S. colleges and universities participated in the study.

The information in the following table was generated through the summarization of 879 (out of a possible 1600) responses from four-year colleges (Beal and Noel, p. 9).

Most Important Factors Influencing Student Retention
(In Rank Order)

Campus Characteristic	Average Rating (5-High)
Negative	
inadequate academic advising	3.01
inadequate curricular offerings	2.80
conflict between class schedule and job	2.77
inadequate financial aid	2.66
inadequate counseling support system	2.58
inadequate extracurricular offerings	2.58
Positive	
caring attitude of faculty and staff	4.28
high quality of teaching	3.91
adequate financial aid	3.66
student involvement in campus life	3.30
high quality of advising	3.23
Dropout-Prone	
low academic achievement	4.46
limited educational aspirations	4.09
indecision about major/career goal	3.93
inadequate financial resources	3.64

A careful analysis of action programs' success in terms of both retention success and general impact of program (as reported by participating institutions in the Beal and Noel study) yields a combination of activities and target groups as represented in the following matrix.

	Target Groups					
Activity	All Students	New Students	High Risk Students	Low Academic Performance	Undecided Major/Career	Minority Students
Advising			x		x	
Learning/ Academic Support	X	X	X			X
Orientation		X				
Early Warning	X					

This matrix does not indicate what the best programs are for different target groups. What it does indicate is that by matching activity with target groups shown, one can have a reasonable expectation that retention will improve.

At FSC in 1977-78, of the freshmen who commenced enrollment in September, 1977, 21 percent did not persist beyond the first year of college (Edwards and Bowling).

According to the Fall Semester, 1982, Withdrawal Report (Alice R. Manicur) FSC lost 264 students in the Fall of 1981 and 250 students in the Fall of 1982. These are students who had officially withdrawn. Of these students who had officially withdrawn, academic dismissal, transfer to another school, financial and personal reasons were given by 70 percent of these students in 1981; and 85 percent in 1982. Further, for the Fall Semester, 1982, at FSC, there were 152 students who did not officially withdraw but did not return for the 1983 Spring Semester. In brief, from the commencement of the Fall Semester 1982, through the commencement of the Spring Semester, 1983, FSC lost a total of 402 undergraduate students. The College enrolled 3,101 full and part-time undergraduates in Fall Semester, 1982. The total number of undergraduate students lost, 402, represents 13 percent of all undergraduates. We lost 13 percent of our undergraduates in one semester.

Generalizations taken from the Literature on Retention

1. If done in a careful, systematic way, just about any action program aimed at improving retention will work.

2. If students can experience success during their first semester and first year in college, the likelihood of their remaining at the college is greater. It is vitally important to reach students early in their college careers, hence major retention efforts should focus on freshmen and first-semester transfer students.

3. Both high ability and low ability students (as per test scores, grades) will respond positively to retention programs.

4. Slight percentage changes in retention rate can have significant budget implications, can make retention programs cost-effective, and can reduce the quantity of admissions offers to low ability students.

5. Students who interact with the campus community in any of a variety of ways (work study, clubs, social events, etc.) are more likely to persist than socially isolated students.

6. Retention programs should be multi-faceted and should, as a minimum, address three general areas of concern:

   a. Academic stimulation and assistance (advising, learning support).

   b. Personal future building (identification/clarification of student goals and directions).

   c. Involvement experiences (involvement of students in "extra-classroom" activities).

RETENTION AT FSC

To illuminate some of the more recent information the College possesses with regard to attrition and retention, there is presented here the essential findings of two independent analyses. The first set of findings was prepared by Alice Manicur and Jay Hegeman; the second set was prepared by Morris Willey.

Persistence Study - Class of 1982

The Office of Student Affairs has kept data on students who entered the College in the Fall 1978. While the data are basically accurate, one should not consider the information scientific. The data have been collected from information in the Student Affairs Office. There are other limitations of the data. For example, the Office made no attempt to trace the return of students once they left the College. The totals vary based upon the numbers of students on which data were available in each category. Nevertheless, the information should be useful in a limited way. It does provide us with general trends and, in some instances, factual information.

There were 867 freshmen in the class of 1982. Of the 867, 713 (82%) attended the Summer Planning Conference; 154 (18%) did not attend. Of the 867 students, 753 (87%) completed two semesters; 541 (62%) completed four semesters; 399 (46%) six semesters; and 271 (31%) completed eight semesters. Six students were graduated prior to eight semesters; 32 students were graduated after nine semesters and 37 students are currently enrolled. If we can assume that the 37 currently enrolled will graduate, a total of 346 (40%) of this class will graduate from Frostburg State College. Students who attended the Summer Planning Conference persisted at a higher rate (14%) to graduation than those who did not attend.

The average SAT verbal score for those who attended the Summer Planning Conference and were graduated after eight semesters was 443.80; Math was 471.19. For those who did not attend the Summer Planning Conference and were graduated after eight semesters, the verbal SAT score was 422.62; Math was 419.12.

Students who were academically dismissed who attended the Summer Planning Conference had an average SAT Verbal score of 418.03; Math 429.47. Those who did not attend the SPC and were dismissed had a Verbal SAT score of 386.19; Math 424.69.

According to the records, 477 (55%) of the 867 students, withdrew or were dismissed from the College (we believe this number to be higher; the Registrar's records would be more accurate). As might be expected, the largest drop in students occurred between the sophomore and junior year. Students left the College for various reasons. According to the withdrawal reports published by the Office of Student Affairs, more students listed transferring to another institution than any other single reason. Other reasons given include financial, personal, curriculum, medical, marriage, etc.

While the information is somewhat incomplete, majors of the various groups were examined. Of the 525 students on which major data were available, we found that 90 (17%) listed a major in one of the departments in the School of Arts and Humanities; 194 (37%) listed a major in one of the departments in the School of Natural and Social Sciences; and, 241 (46%) listed a major in one of the departments in the School of Professional Studies.

Of the 247 students who were graduated from Frostburg State College and major data were available, 12 percent were in the School of Arts and Humanities; 40 percent were in the School of Natural and Social Sciences; and, 43 percent were in the School of Professional Studies and no majors were listed in the data on 5 percent of those who were graduated.

Of the 253 students who withdrew or who were dismissed from the College and on whom major data were available, 20 percent were in the School of Arts and Sciences; 33 percent in the School of Natural and Social Sciences; and 47 percent were in the School of Professional Studies. Major data were not available on 46 percent of the students who withdrew or who were dismissed.

Home addresses were found for 773 (89%) of the students. The vast majority (92%), as expected, were in-state residents. The College attracted students from 22 of the 23 Maryland counties (students from Baltimore City were included with those from Baltimore county); however, six counties contributed over 75% of the freshmen for whom home addresses could be found. These six counties were Montgomery (24%), Allegany (14%), Baltimore (14%), Prince Georges (12%), Anne Arundel (6%), and Howard (5%).

Persistence rates were determined for students from the six largest feeder counties and from out-of-state and compared to the overall persistence rate for the total group of "known-address" students. For the purposes of this study, a persistent student is one that graduated or is still enrolled in the College. The percentages of persisting students from three of the six large feeder counties, Allegany (44%), Baltimore (45%), and Howard (43%), were approximately the same as the overall rate (43%). Half (50%) of the students from Montgomery county persisted which is a significantly greater rate than the total group, while students from Anne Arundel (33%) and Prince Georges (36%) counties had significantly lower rates than the total group. Out-of-state students, a relatively larger feeder group, had a persistence rate of only 26%.

It was found that 44% of the "known-address" group withdrew from the College and 13% were dismissed. As with the persistence rate, students from three of the six major feeder counties, Baltimore (42%), Howard (42%), and Montgomery (42%), as well as out-of-state students (47%), withdrew at a rate similar to the total group. The withdrawal rates for Prince George's (49%) and Anne Arundel's (59%) students were significantly greater than the total group while students from Allegany county had only a 36% withdrawal rate. However, a greater percentage of students from Allegany County were dismissed (19%) than from the other large feeder counties, which tended to have dismissal rates similar to that of the total group. The portion of out-of-state students dismissed was the greatest for all the large feeder group with 27% of these students being dismissed.

It is interesting to note that the two feeder areas with the highest dismissal rates, Allegany County and out-of-state, had the lowest percentage of students attending the Summer Planning Conference, 73% and 66% respectively, of the major feeder areas. Anne Arundel, with the highest withdrawal rate, had the next lowest percentage of students attending the Planning Conference, with 79%. In addition, all three of the above feeder areas had a significantly less portion of their students attending the Planning Conference than the overall "known-address" group (86%). The remaining large feeder counties had attendance figures almost identical to that of the total group's.

Retention of Underprepared Students

Morris Willey combined two sets of longitudinal retention studies completed by the Office for Programs for Academic Support and Studies (PASS) and by the Office of Student Affairs. He compared retention of underprepared students to retention of all undergraduates. The basic outcome of the comparison was that students who enter FSC as "underprepared" students do not leave the institution at a greater rate than the total freshman group wh entered the College at the same time.

Until Fall, 1980, the Board of Trustees definition of an underprepared student was: a student who presents a Verbal SAT score of 350 or less at the time of enrollment. Beginning in the Fall, 1980, the definition was changed to reflect the attainment by a student of a specific score on one or more basic skills tests in English, reading, and mathematics.

The table below presents the relevant data. The retention rate of an entering class is defined as the percent of that group which is still enrolled at FSC at a given point in time. Compared was the underprepared group to the total by examining the corresponding retention rates calculated from the spring semester completion data. Students were considered "retained" if the spring grade report included course-work for that semester. Students who were dismissed prior to that semester, or who withdrew prior to or during that semester or who transferred were not included in the retention count. This decision was based on the availability of the data.

It appears that the pattern of retention rates of the underprepared and total College population are similar. However, this type of analysis does not reveal differences in reasons for attrition or the precise time in the year in which attrition occurs. Further investigation would probably confirm that for the underprepared group as well as for the total population, most attrition is voluntary and occurs primarily in the summer.

Academic Retention of PASS Students Compared to Total College Population

Fall Semester Entered	# Entered		% Completed 2nd Sem.		% Completed* 4th Sem.		% Completed* 6th Sem.		% Completed* 8th Sem. or Graduated	
	PASS	TOTAL 1	PASS	TOTAL	PASS	TOTAL	PASS	TOTAL	PASS	TOTAL
1976	148	700	84%	86%	60%	68%	42%	47%	46%	39%
1977	168	759	86%	85%	51%	59%	39%	40%	39%	39%
1978	161	867	84%	87%	65%	62%	52%	46%		
1979		Program transition period. Entering class not studied.								
1980	260	774	87%	85%						
1981	256	718								

[1]Data on progression of total college population derived from records of Student Affairs Office

*May include re-entry students

A-7

REFERENCES

Beal, Philip, and Noel, Lee. What Works in Student Retention. Boulder, Colorado: National Center for Higher Education Management Systems, 1980.

Edwards, Thomas M., and Bowling, Thomas L. Persisting and Non-Persisting Students Who Entered in Fall, 1977. Office of Institutional Research and Planning (IR-13-79), Frostburg State College, 1979.

Lenning, Oscar T., Beal, Philip E., and Saver, Ken. Retention and Attrition: Evidence for Action and Research. Boulder, Colorado: National Center for Higher Education Management Systems, 1980.

Noel, Lee, ed. Reducing the Dropout Rate. New Directions for Student Services, No. 3. San Francisco: Jossey-Bass, 1978.

Pantages, T. J. and Creedon, C. F. "Studies of College Attrition: 1950-1975." Review of Educational Research 48 (Winter, 1978): 49-101.